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COLLEGE
MAR 26 1928

JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR MARCH 26, 1928

EDITORIALS:—
President Spencer 379
Dr. Foght of Wichita 380
Henry Carr Pearson Retires 380
THE SCHOOL AND THE UNSKILLED WORKER 381
By A. E. Winship
TIME (Poem) 381
BELDING'S PAGE 382
HOW DEAL WITH OUR YOUTHFUL MORONS? 383
By Anna Y. Reed
TEACHING TRUE HISTORY 385
By Haydn S. Pearson
THE SUPERIORITY OF THE RURAL SCHOOL 386
By V. H. Culp
EQUALIZING OPPORTUNITIES 388
By George Howard
BIRTH OF TEACHER TRAINING 390
By Dr. Arthur C. Boyden
A HUNDRED PLAYGROUNDS 392
By Denis A. McCarthy
SALARY AS A STIMULUS 393
By Frank W. Ballou
A TOAST (Poem) 393
By Florence Holbrook
SCHOOL PROBLEMS 394
CHARACTER CHATS 395
By Joseph B. Egan
One Calabash of Water 395
Tooboo the Short 395
Last Words of Famous Men 396
To a Waterfowl 396
The Old Man's Answer 396
EDUCATION IN ACTION 397
TREND OF THE TIMES 399
THE BOOK TABLE 400
GRINS BETWEEN GRINDS 401
JOURNAL MAIL BAG 402

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EDITORIALS

President Spencer

DR. MATTHEW LYLE SPENCER, the president of the State University of Washington, inaugurated on Washington's birthday keenly appreciated the fact that that day was the most appropriate of all days for being publicly recognized as the president of the State University of Washington, and all the exercises had the glow of that day, and his inaugural address was highly appropriate for the occasion. It was the sixty-sixth anniversary of the founding of the University.

Dr. Spencer is a native of Mississippi, a graduate of Kentucky Wesleyan University, earned his doctorate of philosophy in Chicago University, was lecturer on journalism in the University of Wisconsin before he became director of the School of Journalism, University of Washington, 1919.

President Spencer has been identified with important journalistic and financial interests in the state and his inaugural address had a remarkable business attitude, of which the following paragraphs are a sample:—

"Retention of our strong men is essential to the power of our University; for where great teachers are, great students come and great citizens are graduated.

"I feel that much of the criticism directed against education today is caused by the fact that it has not paid salaries adequate to retain the best minds within the profession. Commerce, manufacturing, banking, the bar—these have taken from us strong men at salaries that have given them a competence which supports them during their working years and guarantees them comfort in age. We at the University of Washington do not have retiring allowances for our men when they grow old. And if one of our staff, no matter what the length of his service at the University, were to become permanently disabled today, our state laws require that his salary cease at the same time."

It means much to have a man who comes from the business world emphasizing this phase of educational service.

Another paragraph samples the entire address:—

"The majority of our population is insensible to the need of conscientious, educated citizenship. Our laws are violated by those who make them and those responsible for their execution. Many

of our highest public officers are chosen by a depressingly small minority of the electorate; and we not only have hundreds of millions of dollars voted for civic and state enterprises, but problems of the greatest importance determined by an interested and often prejudiced few.

"What we need in undergraduate education is continuing stress, not alone on forms and methods of government, but on the personal responsibility of the individual for righteous government and direction of the affairs of our state. Not until our students are educated to feel themselves an integral part of government will they have the personal interest in its direction and assume the active leadership that we need from them if our state is to take its rightful place in the affairs of our nation."

President Spencer has a great opportunity. The Pacific Northwest is entering upon a new and highly prosperous career which will give its University a great responsibility as well as opportunity.

The Resolutions of the Department of Superintendence are a masterpiece of statesmanship, professional foresight and literary art. It is really remarkable that a committee so appointed and so limited in its opportunities for conference could have produced anything so safe and sane, so clear of vision and so heroic in spirit.

Dr. Foght of Wichita

THE Municipal University of Wichita is to be one of the leading municipal universities of the country as well as a noble modern educational institution from every standpoint.

Wichita is the second city in Kansas, with practically 100,000 population, double that of 1910, and an increase of twenty-five per cent. since 1920. It is sure to be the largest city between Kansas City, Missouri, and Los Angeles.

Two years ago Wichita conceived the idea of being famous scholastically as well as industrially and commercially, and made adequate financial provision for a great municipal university, and has secured for leadership in its great adventure Dr. Harold W. Foght, one of the best known schoolmen of the country, a man with vision and a record of administrative achievement.

The percentage of tax that will always go to its municipal university will enable Dr. Foght to lay plans indefinitely. There is already a campus of eighty acres which will be plotted at once by expert landscape artists.

Naturally the university will specialize on science and its applications, and the first building, which will soon be under construction, is the Science building, costing a quarter of a million dollars. This faculty will be one of the ablest in the country. There are twenty buildings already in the plans of President Foght.

A Graduate College is already organized with Dean E. K. Hillbrand of South Dakota Wesleyan University to assume charge in September. The Fine Arts College is already functioning attractively under the artistic leadership of Dean Thurlow Lieurance and Mrs. Lieurance.

Already the citizens appreciate the distinction the Municipal University and President Foght are to give their city, and the university regents gave Dr. and Mrs. Foght a reception in the Scottish Rite Temple, and the city has never had a better demonstration of appreciation of anything or anybody than on this occasion.

Henry Carr Pearson Retires

THE retirement of Henry Carr Pearson as principal of the Horace Mann School of Columbia University, and the choice of Professor Rollo G. Reynolds to succeed him, is one of the most important professional announcements of the season. Few men have as important achievement in twenty-five years of administration as Mr. Pearson had in the Horace Mann School.

In accepting the resignation William Fletcher Russell, Dean of Teachers College, Columbia University, and himself a former student of Horace Mann School, said:—

"The resignation of Principal Henry Carr Pearson comes after twenty-five years of splendid service in the Horace Mann School. During Mr. Pearson's administration of Horace Mann School thousands of boys and girls have passed under its instruction and influence, and have gone forth as useful citizens. By demonstrating its methods before thousands of graduate students at Teachers College, Columbia University, it has influenced educational procedure throughout the world. One of the oustanding characteristics of the Horace Mann School is its cosmopolitan and democratic makeup. Mr. Pearson has been steadfast in his purpose to have it so. Our regret at his resignation is naturally great. We are glad, however, that he is going to continue to devote himself to literary work in the field of education."

Mr. Pearson has written a score or more of textbooks, of which seven million copies have been sold in the United States.

Professor Rollo G. Reynolds, provost of Teachers College, is to succeed Mr. Pearson. Dr. Reynolds has served as director of the Bureau of Educational Service, secretary of Teachers College, professor of Education in Teachers College, field secretary of the Alumni Association, provost of Teachers College and principal of the Lincoln School of Teachers College.

Professor Reynolds brings to this new responsibility a remarkable professional and administrative experience in Teachers College and in Vermont activities before going to Columbia University.

The School and the Unskilled Worker

By A. E. WINSHIP

NOTHING is being remade more completely than is Education. The school is no longer merely for boys and girls. The homes, the communities must be in the thought of the teachers, principals, supervisors, superintendent, Board of Education and publishers of school books, and especially of institutions that attempt to train teachers for service and of teachers in service.

The home of the unskilled laborer is a sample of the new mission of public education. No boy or girl now in the first six grades should become an unskilled workman. The present trend of vocational education in country and city accompanied by vocational guidance will make it feasible for every child to learn to earn and learn to live.

At the same time the school is to have responsibility for the home life of the children of unskilled labor especially. A new view of this responsibility is manifest in the textbooks. In the past school books have been written for the boys' and girls' use in school. Hereafter the tendency will be to magnify the adoption of school books with some reference to their influence on the homes of the children.

It is now so easy to publish school books, there is such a variety of school book publishing houses, and such an abundant market for worth-while school books that it is inexcusable for a child to use in school a book that is not also of important service to the homes of children. This is especially true of the homes of unskilled labor.

We illustrate this important modern tendency by reference to one school book, "Cotton Mill Mathematics," which is a sample of many other lines of activity.

True, this book is intended for classes in cotton mill communities, for night schools, part-time schools and day classes of cotton mill neighborhoods and plants. It is intended for young people of working age and adults already familiar in a general way with cotton mills, but who have little or no training in mathematics. It is suggestive of the use that can be made of examples and problems from various industries.

There are 2,000 examples and problems, every one of which produces information about the cotton mill activities, about spindles, frames, looms, weaves, laps, cops, heddles, heddle eyes, bales, drills, warps, warp-ends, bobbins, strapping, yard, ply yard, twists, dents, reeds, waste, firsts, seconds, shorts, sizing, slashing, sateens, and other terms in common use in a cotton mill.

There are eighteen states with cotton mills, with a total of 36,260,000 cotton spindles, and the two thousand examples and problems are using terms that should belong to the vocabulary of the children of the textile mill communities of the eighteen states of the Union. Such a book taken home by a child can promote the intelligence of every one in the home, can increase the efficiency of skilled labor and can be an incentive to the unskilled workman to think and talk more intelligently. Many a man will develop unexpected skill in the use of such a book.

The information resulting from performing examples and solving problems is a real attainment.

Every great American industry, every occupation, trade and profession should have examples and problems that introduce intelligently words, phrases and facts that are significant.

We know personally the Pacolet Mills at Spartanburg, South Carolina, and New Holland, Georgia, and we know of no better rounded education anywhere than in those schools, and every home in the community is greatly benefited by the community interest in the school life of the children.

Time

Lots of time for lots of things,
Though it's said that time has wings;
There is always time to find
Ways of being sweet and kind.
There is always time to share
Smiles and goodness everywhere.
Time to send the frowns away,
Time a gentle word to say,
Time for helpfulness, and time
To assist the weak to climb.
Time to give a little flower,
Time for friendship any hour;
But there is no time to spare
For unkindness anywhere.

—Selected.

Belding's Page

MONEY MANAGEMENT

ONE of America's ablest and most enthusiastic promoters of thrift is Miss Florence Barnard, a teacher in the high school of Brookline, Mass. Through her efforts and the co-operation of Superintendent Gallagher, a course in "money management" has been introduced in two of the Brookline elementary schools.

The experiment has great significance, and will be watched with interest. The practice of saving is now taught in thousands of schools all over America, through the establishment of working relationships with banks. But it has remained for Miss Barnard to set up instruction in the principles of thrift, or the wise handling of money as to both saving and spending.

Swindlers are forever preying upon the innocent. Why not dispel the prevailing ignorance of money matters, by teaching boys and girls how to invest securely and safely, how to avoid financial losses, how to apportion incomes to various uses?

The schools are more and more concerning themselves with preparing pupils for the practical affairs of life, especially the earning of money. What to do with money which has been earned and received is an equally important problem and one that has been too long neglected.

COLLEGE NAMES

AGITATION is rife in numerous student centres to change the names of their respective institutions. For one reason or another the old name has grown tiresome and the undergraduates are eager to discard it.

Two instances may be cited.

A student editor at Amherst (Mass.) Agricultural College has been urging that this school be renamed "State College." No doubt this would be favorable to those city-bred undergraduates who dislike to be regarded as farmers. But so long as the college curriculum is shaped almost wholly to that end, there is no occasion for dropping a name that is widely known and honored.

Wesleyan University, in Connecticut, shows similar restiveness. Students declare that there are several other Wesleyans. Inwardly they groan at wearing the stamp of the great founder of Methodism. The high-sounding designation "university" for an institution which today makes no pretence of being anything more than a college possibly chafes them. And they would adopt the name of some modern benefactor or ex-president.

Generally the alumni resist such shifts of nomenclature. They prefer to think of their college as something permanent, not transitory. And the alumni have more influence in such matters than the generation attending at the moment. This explains why the names, like the walls, of colleges become overgrown with ivy, adding beauty with the years.

STALENESS

SAID a high school teacher the other day, as she drew a deep sigh: "Nobody knows how weary I get of going over the same ground with different classes, day after day, week after week, year after year! In my subject, English, one needs to feel fresh in order to be inspiring. A teacher needs change in her outlook. Instead of variety I am following the same program over and over until I have become stale and my teaching drab. I wish I could change around with some other teacher, or have new textbooks, or do something different, for the sake of my classes as well as myself."

Not every teacher feels that way. Some teachers thrive on repetition. They are never bored by having to do what they have done so many times that it is easy for them. These are not the best teachers, however. Not being inspired themselves, they do not inspire others.

Another type of teacher is able to maintain variety and freshness despite the similarity of subject matter. She is the very exceptional teacher, with abundant springs of personality. She creates new combinations of old material. Unusual ability permits her to do this. But even she would be glad to have new pastures to roam in.

It might be a good thing for a school to have its teachers shifted about more than they are. It may be the case that too much value is set upon specialized experience. Given some new field to conquer, a mature teacher might be happier, more alert, and consequently a more helpful influence in the classroom. Occasional swapping of classes among the members of a faculty, if not carried to extremes, would be like opening the windows—in the old days when this was the way of ventilating.

CITY CHILD'S DRAWBACKS

WHATEVER may be thought of the rural schools in comparison with those in the cities, one thing is certain: The city schools need more facilities than the rural schools do, in order to furnish equal opportunities for all-round development of the pupils. The city child's environment provides fewer outlets of a natural sort for his activities outside school hours. He has little contact with nature; restricted areas in which to play; few problems calling for inventiveness in his work about the house.

Anson W. Belding

Associate Editor.

How Deal With Our Youthful Morons?

By ANNA Y. REED
New York University

OUR country, so universally committed to verbosity, has, by force of circumstances, permitted laconic messages to gain, at least, temporary popularity.

The topic for today's discussion tempts one to take advantage of this temporary vogue for brevity. Where shall we send our youthful moron? To school or to the factory? I would reply—we shall not *send* him anywhere. We shall assist him to select the agency, and "school" and "factory" are not all inclusive of such agencies, which comes the nearest *for him,* as an *individual,* to being an educational institution.

But danger lurks in paucity as well as in superfluity of words and, since the latter is obviously the expected, I shall proceed to embroider my abbreviated reply in the hope that verbosity may enhance rather than detract from its clarity.

Our topic affords us five key words—send, youthful, moron, school, factory.

Let us interpret these key words. "Send" I assume to mean compel by legislative enactment. "Youthful" I take to mean fourteen years of age or over, because below that age we are already *sending* all to school. I will accept any definition of "moron" which you may choose. In the technical sense, those whose mental ages are eight or nine years; in popular parlance, those who are academic "dumb-bells"; according to educational measurements those who are repeaters, backward, unable to master the standardized tasks of the public school systems. Or I would accept any cross section of what has often been pronounced a nation of sixth graders, or a "random sample" from almost any elementary school. The reason for my liberality in this matter, and the reason why I would place "moron" last in importance in our series of key words, is, that had the word been omitted or had a more inclusive term been substituted it would merely have broadened the scope of the application of certain general principles which psychology is revealing for the improvement of educational practice. These principles seem equally applicable to any group of youth. Since, however, the qualifying term has been used I think we may assume that the program committee desired us to apply it to youth who, for one reason or another, do not have sufficient academic aptitude or interest to advance, either under their own steam, under the motive power furnished by compulsory education, or under the incentives provided by our educational factories, beyond the fifth, sixth or seventh grade—those youth whom the combined efforts of many teachers, extending over a period of eight to ten years, have not been able to pat into such shape that they meet the specifications for standardized products of our best educational factories. They are obviously the by-products, the irregulars, the seconds, and the damaged goods of our increasingly efficient system of mass production in education. This type of pupil comprises from twenty to fifty per cent. of our school population—an estimate easily verified by elimination statistics although in using such statistics one must remember that they comprise two major types of "morons." Approximately 75 per cent. of the number do not seem to possess the type of ability necessary to accomplish the standardized tasks of the lower schools. The other 25 per cent. comprise a considerable variety of restless, brilliant, gifted youth whose ability to "achieve" is unlimited but whose willingness to be standardized is nil. From this 25 per cent. of our academic morons, as Professor Morrison has so well said, come many who, to the lasting disgrace of our educational systems, make brilliant successes in civic and business life. No one *sends* such youth either to our factories or to other businesses. They go there, often in spite of the stumbling blocks which we lay across their pathway. The United States has always turned, and is still turning, to this gifted group of educational by-products, academic morons if you wish, for the business acumen, foresight and initiative which has given her her industrial supremacy. Nor is the day of leadership from this source so much a thing of the past as advocates of college education for all would like us to think. It is not alone our aged successes who have received their education from Old Man Life—witness as very recent examples the late president of Sears, Roebuck and the new president of one of our largest metropolitan banks.

But this group of eliminates who seek knowledge from the fountain of experience, who become leaders in spite of our failure to standardize them, must not receive greater consideration at this time than is their due. Therefore let us return to the 75 per cent. who seem to be living and thinking on a lower intellectual level. Where shall we *send* them? To school or to the factory? That depends quite largely upon our understanding of the two remaining key words—school and factory.

For purposes of law enforcement some state statutes define "school." When this is done a school is usually designated as a place where regular classroom instruction, in specified subjects, outlined in standardized courses or lesson

plans, is carried on under regularly and uniformly certificated teachers. Mass production under standardized conditions with standardized results in view are either legal or accepted requisites for schools in the majority of our states. "Schools" operate upon unstandardized human material. What is a factory? A place in which mass production under standardized conditions seeks to secure standardized results. In "factories" human material operates upon carefully standardized inanimate material.

Not so much difference in definition as one would think. Note the similarity in method and purpose. Both "factory" and "school" are committed to mass production. Both seek to improve standardization of product, and as such standardization more nearly approximates perfection each faces the same pertinent problem—what shall we do with the by-product of our system of production?

Neither factory nor school can solve this problem without careful inquiry into the properties of its by-product. The fact that either animate or inanimate objects do not conform to specifications is sufficient to warrant their rejection for the purpose specified, but it is not sufficient to determine the intrinsic value, or the best use, of rejected material. Failure "to conform" may be the only known factor. Variables must be discovered and methods for their development and utilization must be worked out.

The factory has a comparatively easy job. We are not concerned with it today, although the analogy does not cease at this point. The school has an inestimably difficult task. One by one, be they one or many, the talents of each youth must be discovered. After discovery each agency available for development must be considered *in relation to individual abilities revealed*. Distribution among such agencies, according to individual abilities, interests and needs, is the next step. Constant check-up on the efficiency of the various development processes logically follows. Securing a market for the great variety of individual products is, by itself, a major problem. And finally a follow-up system which reveals the extent of the effectiveness of the production system and indicates lines of improvement is essential to the permanency of any producing agency. Each one of these processes is a highly technical job—whether animate or inanimate things be involved—and one which is as yet but little understood. Psychology, with its recent concentration on "individual differences," is helping us to advance in one direction. Our broader conception as to what constitutes education which has resulted in special schools of all sorts is helping in another direction. Recognition of the fact that restrictive educational legislation may be harmful as well as helpful and constructive interpretation of such legislation does occur, although it is not common. Here and there someone ventures to suggest that intelligent understanding of what actually takes place in both the "factory" and "school" leads to the conclusion that these two terms are interchangeable or may be synonymous according to the individual youthful moron who is to be "sent." "School" for one may be "a factory" for another, "factory" for the third may be a first-class school for the fourth. It depends entirely upon the individual characteristics of the moron. I offer no apology for my own belief that our factory system of education is responsible for enough instances of habits of failure, habits of idleness, habits of delinquency, habits of anti-social thinking, habits of intellectual hoboism, etc., to warrant the conclusion that legislative exploitation of youthful morons is today a greater social menace, and an increasingly greater social injustice, than is industrial exploitation. Some method whereby we may determine for which of our youthful morons the "school" is a "factory" and for which it is an educational institution; some method whereby we may determine for which of our youthful morons a "factory" is a "school" and for which it is not, is the crux of our problem today. We lack sufficient scientific knowledge to solve this problem. But we do have sufficient knowledge to realize that the work-a-day world does offer to certain youthful morons a better opportunity to develop their talents than does the "school"—*for them the factory is a school*. For other youthful morons the reverse is true. Further than this I dare not go because I have no facts to guide me. Therefore, to return to our original problem, where shall we send the youthful moron—to school or to the factory?—I would say—

1. We shall not *send* him anywhere. First, because we have too much knowledge to dare to send him anywhere en masse and too little knowledge to know how to send him anywhere on the basis of individual differences. Grave social injustice has followed, and is bound to follow, in the wake of arbitrary distribution of our human resources. Second, we can hardly afford to be so prodigal of "moron" talent as to assume that the commercial factory has a right to absorb our entire national supply. There are some indications that we need to reserve a certain percentage of "moron" talent for teacher replacement in our school-factories.

2. We shall strive with all the knowledge and ability which is at our command to assist these youthful morons to so distribute themselves among our various educational institutions, schools and factories both included, that each individual moron may feel that he is a passenger on some educational ship, that he is not entirely dependent upon adult whims and foibles, that he has a private little sun for his own soul to bask in, some vision of his own responsibility and some dream of ser-

vice to humanity which he may use his talents, be they one or ten, to realize on.

At the present time our continuation schools are the most promising agency for this sort of adolescent service. I have visions of a day when these schools will receive from our *probably* continuously factoryized lower schools a *possibly* not different mass of variegated human material than they are receiving today. But in the new day they will be much better equipped to analyze, to advise, and to guide each youth as he progresses from the compulsory stage of education into the field of personal choice. Education for young adults is increasing in popularity. We cannot permanently compel young men to accept the education chosen for them, but we can aid them to make wiser choices for themselves.

In order to push forward realization of this dream I would plead with you to give Old Man Life a little more responsibility in making up our future educational pies. He may make them more palatable, more digestible, and more nourishing, especially for the youthful moron. And, finally, I would plead with you to give the youthful moron himself a little more freedom with reference to his own educational pie. If he be permitted to put his own finger in the pie he may pull out a plum which we, with our higher I.Q. and our long array of college degrees, have entirely overlooked.

Teaching True History

By HAYDN S. PEARSON
Utica, N. Y.

IS HISTORY "bunk" as Henry Ford declared? Are our histories channels of "insidious propaganda" as Big Bill Thompson of Chicago charges?

History, as a subject, is before the nation's attention as it never has been since the Pilgrim fathers set up their first school in charge of the good church elder. Many people merely smile at the Chicago mayor's ballyhoo about patriotism.

But there is a big, serious-minded group of our citizenry who would honestly like to know about the fuss, and if there is any fire behind all this smoke.

First of all, let me give my own personal opinion, as a history teacher, about the mess in Chicago.

There is nothing to it. The superintendent of schools in Chicago is a leading educator, and as patriotic as any American. The stench is entirely caused by politics. And the books accused are not pro-British. They are standard, plainly written, fair-minded histories.

It is well for us to remember there are always two sides to a question, and that it does no harm for our students to know that our nation is no tin goddess. There are plenty of things in our history for which we may well be ashamed.

But is a knowledge of them unpatriotic? Most certainly not, for by our mistakes of the past we can guide ourselves in the future.

Moreover, it is true that knowing both sides of a question and weighing evidence produces a tolerant and sympathetic attitude toward the other fellow's, or the other nation's, viewpoint.

Unless a history gives a fair summary of questions, and on both sides, the same thing will happen to any nation that happened to Germany before the World War. The balloon of egotism will become so highly inflated that disaster is inevitable.

Naturally, the big question for history teachers to consider, and for others interested in history, is just how to draw the shade of meaning so that we will honor our nation above all others, and at the same time give other nations their due credit.

Ballyhoo nationalism is a characteristic of the past, the "roaring forties" or the "gay nineties." This sort of patriotism is wending its way along the deep, winding trail that carried the discarded implements of humanity into murky oblivion.

History of the twentieth century is broader in its scope than one nation's outlook. It is acquiring a world horizon, the same as citizens of our country today are citizens of the world as well as the United States.

The type of mind displayed by leading Chicagoans is provincial and narrow. It is a throwback to the days when it was felt necessary to have the eagle flap his wings in order to be sufficiently patriotic!

How then shall one teach true history? How can one know where to draw the line between telling our nation's good points and bad?

First of all, it seems evident that we can teach the fact that our government is striving toward an ideal in democracy, and that, as the grandest experiment the world has ever seen among men trying to regulate themselves, we have much of which to be proud. As a nation we are still in an experimental stage, endeavoring to find out if a nation "so conceived can long endure."

Through long centuries of strife and suffering man has lived under many theories of government. He has known slavery; the laws of Cyrus and Alexander; he has paid tribute to Caesar; and he has participated in abortive attempts at self-government. About the thirteenth century the principle was established that the Teutonic race, as exemplified in England, was to have a voice in

conducting its own affairs of state. The custom of the early Germanic tribes of electing their kings meant that the people had ingrained in their very being the essentials of democracy.

Among the English-speaking peoples this idea has grown strong. So strong had it become at the end of the eighteenth century that a group of colonies decided they were justified on the grounds of common humanity in leaving their mother country.

Thus, for three hundred years a new nation in a new part of the world has been trying to run itself. The all important cog in our intricate machine is the ordinary man, who necessarily, because of his lack of detailed knowledge, makes many mistakes.

But is our experiment any less noble? In the natural course of events we have made many mistakes. But is our government to be condemned because of them? We shall make many more mistakes. Shall we abandon democracy because of this fact? Shall we renounce our ideal?

This leads to the second point.

If we are truly teaching history, then we are impressing upon each single student the fact that our government's success is a matter of individual concern.

There are many things in this world more foolish than a pickpocket after a Scotchman. Those of us who sit supinely back and "let George do it" in matters of government have only ourselves to blame if the ship of state comes into angry waters.

Correct teaching of history throughout our nation's schools can eliminate this undesirable, almost suicidal attitude of unconcern.

History should inspire as well as give data. No subject in the curricula is more filled with romance; none which can be so easily and conducively linked with real life.

No teacher of history is truly functioning who doesn't bring home to his students the necessity of individual responsibility in his own government.

The Superiority of the Rural School

By V. H. CULP

Northern State Teachers College, Aberdeen, S. D.

ONE of the popular diversions of educators today is to laud our highly organized urban schools. By way of contrast these same educators try to condemn the rural school and make it disappear from the face of the earth. For they point out that it belongs to the ox-cart days, and has ceased to fulfill its purpose. The propagation of such a doctrine has been the aim of many of the directing forces of rural education, and they have, therefore, tried to urbanize the schools of our agricultural sections.

Educators with a rural viewpoint realize that the urban schools have not made near the progress that they advertise. While the highly organized city school has many strong features, at the same time it has many weaknesses. Then, again, it is a grave error to urbanize our rural schools because wherein lays the weakness of the city schools, there is found the strength of the country schools.

That the rural schools as organized today are inefficient and not adapted to their environment cannot be denied. This is due largely to the lack of interest on the part of the farmers, the financial difficulties of the agricultural regions, and last, but not least, the lack of proper leadership—local, state, and national. These authorities want the rural school to "ape" the city schools—such a course naturally leads to a very unsatisfactory system. The rural school must be rural in fact as well as theory. It must adapt itself to a nature environment and take advantage of the unheralded weaknesses of the city schools.

Regarding the preparation of the rural teacher there can be no argument. In too many cases her training has been grossly inadequate. In spite of this lack of preparation thousands of rural teachers have risen above the mark of mediocrity and left their impress upon the rural districts.

For a school man to even hint that our great urban school organizations are not perfect is next to heresy. Teachers, parents, and some school officers will admit privately and in whispers that they could suggest changes for the good of the order. The writer does not wish to be misunderstood, and by way of clearing away debatable points he desires to go on record as saying that the rural schools are on the whole in need of rejuvenation and that many city systems are operating on the square, disregarding vile politics, and doing very commendable work. The rural school, however, can be made just as efficient in its field as the best urban school is in its field, and in many instances the rural school will be strong where the city system is weak.

Now for a consideration of the superiority of the rural school!

First. Thousands of teachers in the city systems complain that they are supervised to death. Not only do the supervisors interrupt the rooms, but in too many cases they waste a lot of time as they are often not prepared for their work.

The teachers say that if they were left alone they could accomplish something. Supervisors often are riding a hobby, trying out some fad, testing out a pet notion, or merely showing their authority. The classroom teacher often does not know what is being done or why it is done, and systems of which she has no admiration or understanding are foisted upon her. Over-supervision is the dominant curse of our metropolitan schools. Then she is required to attend teachers' meetings which are often a waste of time. In too many cases the children are dismissed for such meetings. Supervision and direction are necessary, but it must be an entirely different brand than the kind we are having at present. The supervisor must work with the teachers and children and be a sympathetic member of the group. Suggestions, plans, devices, etc., should be given. Such a supervisor will be a friend and always welcome because of the constructive and friendly attitude.

Second. The rural school is a natural group. It is composed of large, middle-sized, and small children. The small children learn a great deal from the older ones and vice-versa. Because of this family feeling the average rural school teacher today has a better school spirit and is more human and less "hard boiled." In many a large city system the teachers take delight in being unsympathetic and disagreeable.

It is human nature more extenuating in the young than the adult not to work or study for the teacher they do not like because he is disagreeable. Pupils learn to hate instead of to like many subjects merely because such subjects are being taught by teachers who take every occasion possible to lord it over their pupils in a disagreeable and dictatorial manner. Such teachers are in every school system, and the principal thing pupils acquire under them is the art of deceit.

Third. Conditions are more conducive to study in the country. There are fewer distractions and temptations. The social differences are far less, and in many cases there is a higher moral standard in the family life of the average rural community. It is generally true that rural children learn to work while city children learn to loaf.

Fourth. Children in the country have common interests, are all closely associated with their environment, and best of all they can be taught many things through their environment. Nature, farm industries, agriculture, and the related sciences, social activities, etc., can be studied first hand.

Fifth. Life is less artificial in the country and social standards are more liable to be true. In the city from appearances it is difficult to tell whether the people are paupers or millionaires, or whether the parent is a bootlegger or an honorable citizen. The individual is lost in the larger group, while in the country there is more of a neighborly feeling and more of a group consciousness.

Sixth. In the city we often find crowded conditions in the room and the playground. In many rooms in a city system a grade represents nearly as many variations in mental ability as a country school, and the teacher tries to teach this heterogeneous group as if they had the same ability. A country teacher would never attempt such a hopeless task.

Seventh. Pedagogically and psychologically the rural school is far superior to the large city system. In the urban centres education is carried on according to the principles of mass production. Education is not a group affair, it is an individual matter. Difficulties do not come to all children at the same time, and children do not learn at the same rate. The lock-step system is entirely unsuited to either the sub or super-normal children. It makes the child and the teacher cogs in a mechanical system that kills the initiative of thousands of children. Some of our leaders in the educational world are strong advocates of the Dalton or individual method of instruction. This method allows the children to progress naturally and be guided by their interests. Various other plans to accomplish such an end are in vogue, and they promise to change schoolroom practices. The rural teacher can take advantage of mass instruction at times and have the whole group participate in a subject of common interest or listen to a story that is interesting to all. The small group in the rural school means more efficient instruction for the child and allows the children to progress at their natural pace.

The writer favors consolidated rural schools under the right conditions, but in many places this is at present not practical. In the event of consolidation the writer is opposed to the present organization which is only an attempt to establish an urban school in the open country. The rural school, whether consolidated or of the one-teacher type, must remain rural and minister to the particular needs of the rural community. With proper leadership and direction the rural schools can again train the leaders of our nation. In spite of the flagrant accusation of the rural school by urban educators, the fact remains that the rural school has made a significant contribution to the greatness of America. From rural America have come many of our leaders in every walk of life and many of our ethical principles of social organization are from the same source. Many of our great leaders point with pride to the lessons that they learned in the crossroad school. The lessons of independence of thought, industry, co-operation, friendship, thrift, and honesty are essential to the greatness of any people, and it is hoped that these homely rural virtues will not disappear from the face of the earth. The country boy should have an equal training with the city boy, but that training should be dif-

ferent, based on his needs and environment.

The farmers and country children are being robbed of their heritage, and the whole nation will be the loser because of the compulsory aping of the worst in the city and the losing of those rural virtues which have in such a large measure made our country a great nation. Unless a vigorous fight is staged to retain those great virtues the nation will become "one with Nineveh and Tyre."

Equalizing Opportunities

By GEORGE HOWARD

Superintendent, Rowan County, Salisbury, N. C.

IF, IN speaking of equal educational opportunity, the word "equal" is taken to mean "exactly the same, uniform or identical," there never has been, there is not, and never will be equal educational opportunity, and it would not be desirable.

To a very large extent the variety of curriculum offerings in a high school is dependent upon the number of pupils in the school. The larger the high school, the greater the opportunity and possibility of including in the course of study a larger variety of special subjects. A small high school can offer little beyond the traditional subjects. It is thus limited in its possibility of meeting every educational interest in the pupils. It is physically impossible to have as large a number of pupils in the rural high school as in the urban. It is a physical impossibility to have an equal educational opportunity.

No one would be foolish enough to suggest that this equalization should be brought about by bringing down the urban child's opportunity to the level of the rural child; but all would agree that it would mean bringing up the rural child's opportunity to that of the city child. It must be a leveling-up process and not a leveling down. If this is to be measured in terms of per capita expenditure, it would create a tremendous burden.

If, by the term "equal," however, is meant "characterized by justice; fair, of just and sufficient proportions," the cause is challenging. To expect an educational opportunity for the rural child, "commensurate, of like concern, or interest" with the urban child, is only fair and just. The problem that this presents to the educator is to set the standards or levels that would be considered a fair and just and proportionate opportunity for the rural child. This problem is most difficult.

The essential features in an automobile are safety, comfort, efficiency and economy. I drive a Chevrolet and have a friend that drives a Packard. In addition to the essentials that are mine with the Chevrolet, he has increased comfort and greatly increased prestige. For these he is able and willing to pay an additional price, which, perhaps, I would do if my financial status were the same as his. I do not blame my friend for riding in a Packard, but it would be financial suicide for me to attempt it. It certainly is not necessary that I ride in a Packard. The automobile that I drive meets all the essential requirements of service to me.

Every child, whether rural or urban, must have the educational essentials. The rural child, however, is not discriminated against when the state is offering and providing for him an education that "is suitable to his capacities, appeals to his interests, and contributes to his life's purposes." The rural child is not discriminated against when the state fails to provide him with some of the luxuries of education. All things being considered, it is, perhaps, better for the rural child that his educational opportunity consist of what we might call essentials and not luxuries. A discussion of this as applied to buildings, curriculum, instruction, and term will serve to illustrate the point.

(1) BUILDINGS. Almost at the same time, within the same county, a city system built a high school at a cost of $800.00 per pupil, and a county system built a school for both elementary and high school at a cost of $170.00 per pupil. Time will not permit a complete description, or comparison, but the rural building answers the same essential requirements that the urban building does. An equal building would have been an impossibility; a fair, just and proportionate building is a reality.

All buildings should involve all that modern educational science knows in order to protect the health and safety of the children, and to provide the most efficient opportunity possible for instruction. It is not essential, however, that money be spent on ornamentation, adornment, and other building luxuries. It is impossible to have equal buildings for every child to attend, nor is this necessary or essential.

(2) CURRICULUM. While the urban high school has a greater number of students and can offer a larger variety of courses, it is also faced with a larger variety of interests. Its students have a multiplicity of industrial and professional

interests. If the ultimate aim of education is "to adjust the individual to his environment, not only present but future, and ideal"; or "to fit the individual to do better those desirable things that he is going to do anyway," then the task of the rural high school is not as overwhelming as that of the urban.

To a very large degree the student body of the rural school is more homogeneous economically and socially, and in other respects. Thus while it is impossible to offer identical or equal high school opportunities, it is not impossible to offer the rural child a fair, just and proportionate secondary education.

(3) INSTRUCTION. In instruction, which would include supervision, instructional supplies, or any other factors making for efficient instruction, the opportunity of the rural child should be equal to that of the child living in the city. While there will be cases in which there will be differences in the number of teachers, there should be no difference in the quality of the instruction given. This is practical, and, at the same time, financially feasible.

(4) TERM. In the matter of term, as instruction, the opportunities should be equal. The matter of providing a longer term for rural children in many localities, however, will be not so much a matter of financing the educational offerings as it will solving the economic and sociological problems.

Almost all of the problems of equalizing educational opportunities resolve into the problem of adequate finance. When once this has been solved, the solution of the other problems will be much easier. In the solving of the financial problems there are three outstanding propositions that must be met before there can be equality of opportunity.

First. The unit of support for rural schools must be at least as much as the county, with strong equalization from the state. The unfair variations in ability to support education between districts, and even among townships, is appalling. There can be no equalization of educational opportunity if areas smaller than county units are depended upon for financial support. Even when an area as large as a county is used for financial support there must be equalization among counties within a state. Differences in abilities of counties to support education have been found to be as great as differences among districts within a county. This is not a problem of theory, neither is it one of politics; it is simply one of facts. There can be no question that the larger the unit of support the greater the opportunity for equalization opportunities.

Second. Equalization of educational opportunity will not be brought about until County Boards of Education are made fiscally independent. Comparatively recent studies have shown that city school systems controlled by a Board of Education that has power to compile and adopt its own budget, levy its own tax, or cause some other authority to levy it under its direction, and expend the money as it deems right and proper, function more efficiently educationally than boards that do not have this authority. Not only do independent cities have better school systems, but these systems are financially in better condition than those systems whose Board of Education is dependent upon some other authority for its fiscal affairs.

Third. Local bond issues or local funds must not be depended upon to finance buildings. Inequality of district valuations, expense of small local bond issues, higher rate of interest, violent opposition to bonds, and other valid reasons make it absolutely necessary to discard the district as the unit for financing buildings.

One of the most difficult problems that a county superintendent faces is financing a building program. This problem is different in every state, but the experience of North Carolina might prove helpful to others. This plan is, therefore, given in outline:—

(a) The state has borrowed, at different legislative periods, $17,500,000.

(b) This money is loaned to the counties at the rate of interest paid by the state. These loans have been in the form of serial notes for twenty years, one-twentieth of the principal and interest on the deferred payments to be paid each year.

(c) This money is loaned to the county upon petition of the Board of Education, and the Board of County Commissioners, but without a vote of the people.

(d) The State Board of Education in granting the loan approves not only the plan of the building, but its location in regard to a countywide plan of organization.

This method of assisting in financing buildings has not only added great impetus to the building of better rural buildings, but has effected a great saving throughout the state in many ways, especially expenses of elections, attorney fees, and all others incident to the borrowing of money through bond issues.

But after all, equalization through finance, as through supervision, curriculum, organization or any other agency, is dependent upon one factor—and that factor is leadership. Equalize leadership responsible for the urban and the rural child and soon we will cease to hear of equal educational opportunity, because it will be a reality. In more and more systems throughout the nation trained professional leadership is being selected for rural schools. We should seize every opportunity to support and encourage such a movement. Wherever leadership is equalized it follows as night the day the rural child will come into his own.

Birth of Teacher Training

By DR. ARTHUR C. BOYDEN

President of State Teachers College, Bridgewater, Massachusetts

BRIDGEWATER is a historic town, purchased from the Indians by Myles Standish and his associates in the year 1649. The Bridgewater State Normal School is a historic school, one of the three pioneer schools voted by the new Board of Education in 1838, one of the first acts of this board. We are on the spot where the first State Normal School building in America was erected (1846), and in which Horace Mann, upon its dedication, said that this was the brightest of all the days of his life; that two years previous to this date he would have been willing to compromise ten years of his life to bring about this great achievement. This is a historic county, Plymouth, not only because of the foundations laid by the Pilgrim fathers but particularly as the centre of early activity in the establishment of Normal Schools.

There are three interesting features to this Normal School movement, which centred around this county.

(1) Rev. Charles Brooks of Hingham, upon a visit to Europe, became very much impressed with the Prussian Normal Schools. After Prussia had been crushed by France the leaders determined that the country was to regain its power through the education of all of its people, and this education depended upon the training of teachers. As a result a Normal School was established in each province, and the work was based largely upon the teachings of Pestalozzi. When Mr. Brooks returned he went into every town in the county giving lectures on the importance of the training of teachers and the value of Normal Schools. Large conventions of the people were called, and the speakers at these meetings were such leaders as Horace Mann, John Quincy Adams and Daniel Webster. Mr. Brooks was determined that one of the Normal Schools should be established in Plymouth County. When the time came for the determination of the location of this school there was an intense rivalry between seven different towns, with generous offers from all of them. Finally a committee of the Board of Education had to act as an umpire on the question, and the school was placed in Bridgewater in 1840.

(2) It is quite clear that the specific type of Normal School which was to be established by the Board of Education was settled by this work of Mr. Brooks. Departments in academies had already been established for the preparation of teachers, and at this time there was one in operation at Andover, Massachusetts, in connection with the academy of that town, under the direction of Dr. Samuel Hall, who had begun this movement in Vermont in 1823. The decision of the board was to establish a separate institution for professional purpose as in Prussia, and that type of school has prevailed in Massachusetts and many other states.

(3) An attempt was made to abolish the Board of Education and the Normal Schools in 1840. The majority of the Committee on Education in the Legislature prepared a bill for this purpose, upon several grounds which seemed to them of great importance. They declared that the present plan indicated an autocratic purpose to control the schools by means of the Prussian system of Normal Schools: that the academies and high schools provided an abundance of teachers, and were free of expense to the state; that district schools were held for only three or four months in the year, therefore the establishment of a profession of teaching was an impossibility; and, finally, that the theory of teaching would be detrimental to the practice, as teaching was a matter of tradition and experience rather than theory. The minority of the committee, led by Hon. John A. Shaw of Bridgewater, met this report on the floor of the House and showed the fallacy of every point advocated. Also, they presented the positive arguments in favor of Normal Schools. The bill to abolish the schools was defeated by a close vote. From that time the Massachusetts Normal Schools were safe. At the end of the first three years for which appropriations had been made to carry on the experiment, the money was provided for the continuance of the schools.

The three principals who were appointed for this group of schools, Rev. Cyrus Peirce, Professor Charles P. Newman, and Colonel Nicholas Tillinghast, were scholarly men, good teachers, and utterly devoted to this new work. They gave to it their very lives and broke down under the strain. They truly sacrificed themselves for this cause.

I will speak of only one line of achievement of the Bridgewater School and that in relation to the Normal Schools of the country. The opportunity was given to Bridgewater to be of service in this direction, and she used the opportunity. As a result Bridgewater has sent out thirty-five principals of Normal Schools into seventeen different states and five foreign countries, and, in addition, over two hundred teachers in the Normal Schools themselves. After the Spanish War, when it be-

came necessary to establish a school system with trained teachers, a Bridgewater boy (Alexander E. Frye) was sent to Cuba, and another one (Fred W. Atkinson) to the Philippines.

There were three important factors in this rather unusual movement. (1) The first was the man, Nicholas Tillinghast, a native of Taunton, and a son of a distinguished member of the bar, a graduate of West Point, who had served in the army, and also as a professor at West Point, and finally resigned to become a teacher in Boston. He came to this school with the standards of a four-year professional training. After his appointment he spent six months at Barre studying with Professor Newman the plans that he was putting into effect at that Normal School. He was noted as an accurate scholar, with an analytical mind tending toward the mathematical, and particularly he was a very clear teacher, with the highest possible ideals of life. He needed no book on pedagogy because he was a model of teaching for all his pupils.

(2) The second factor was that Bridgewater, from the first, was a co-educational school. Mr. Tillinghast attracted a large number of able young men who caught his pioneering spirit and were ready to go out all over the country to lead in the establishment and development of Normal Schools. On his faculty were five men who later became principals of Normal Schools—Edwards and Hewitt in Illinois; Kendall and Dana P. Colburn, of arithmetic fame, in Rhode Island; A. G. Boyden, in Massachusetts.

(3) The third factor was the unusual continuity of policy established at this school. For thirteen years Mr. Tillinghast served as principal. At that time he selected his successor, Mr. Conant, a man of similar ability, especially in mathematics and science. The third principal, A. G. Boyden, was a student of Mr. Tillinghast's, an associate teacher for three years with him, and an assistant teacher under the second principal. He was principal from 1860 to 1906, a period of forty-six years. This gave a rare continuity to the professional standards established by the first principal.

From the first Normal School with its three students in 1829, to this day with its thousands of students, in every state in the country, is a long reach. From the small, two-story, wooden building, 63 × 31, to the day in which hundreds of fine buildings are located on ample campuses is also a long reach. From a few scattered Normal School graduates looked upon askance by the public, perhaps all alone in the town, to the day when Massachusetts is supplying a trained teacher for every elementary school is a long reach. From mere tradition and costly experience to a well recognized body of professional knowledge and procedure is a long reach. And yet all of this has been accomplished in less than ninety years.

[Address before the American Association of State Teachers Colleges, Bridgewater, February 26, 1928.]

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A Hundred Playgrounds

By DENIS A. McCARTHY, LL. D.

Written for the Boston Playground Teachers, and read at the dinner at the Twentieth Century Club, March 3, 1928, to commemorate the opening of the one hundredth playground in the City of Boston, and at the same time to honor Mr. Joseph Lee, president of the Playground Association of America.

I

A hundred playgrounds! That's the record bright
We celebrate tonight.
A hundred places for our youth to run
In freedom and in fun,
While friendly air and sun
Bless their young bodies and unloose the chain
That else might bind the brain.

A hundred places of a hundred joys,
Where all our girls and boys,
Joining in playground fellowship, may know
Its meaning, and may grow
In health of body and in strength of soul,
In sense and self-control,
Until in manhood and in womanhood
Their hearts may choose the good;
From foolish prejudice and narrow pride
May turn aside,
And be the bulwarks in the days to be
Of our democracy.

A hundred playgrounds! Aye, a hundred places
Where all our children from a hundred races
Together playing, may forget the thought
Their fathers ever fought
About old tribes or clans or boundaries,
Or questions such as these.
Together playing may grow one, in all
That makes them call
This land their land—their land of dreams come true;
And our flag their flag, too.

II

So busy we with grown-up things,
With building factories and fanes;
With making wars and breaking kings,
With piling wealth on creaking wains,—
We were so busy with our greed
And with our gains from day to day,
We quite forgot the children's need
For playgrounds and for play.

We fenced with care the vacant lot,
We felled the wood and dried the stream,
We built a warehouse on the plot
Wherein our fathers used to dream.
"No trespassing." We placed that sign
More frequently beside the way;
We banned the youthful baseball nine—
They had no place to play.

What wonder there was much unrest
Among the youngsters, up and down!
What wonder they became a pest
To those who loved a quiet town!

And then there came a modest man
With heart to feel and eyes to see.
He had a purpose and a plan—
Give thanks for such as he!

And in the heart and in the brain
So wise and kind, there grew and grew
The thought that we must all regain
The old-world joy that once we knew;
The thought that we must guard with care
Our children's right to childhood's day,
And make for children everywhere
A place wherein to play.

And others, God be thanked, there were
Who came to think the same as he.
And many a heart began to stir
To spread the work from sea to sea.
So when tonight we all rejoice
To see the hundredth playground won,
Is it not right that we should voice
What Joseph Lee has done!

III

A hundred playgrounds! That's the record fine
That through the years will shine.
A hundred places where, in sun and shade,
Foundation-stones are laid,
And character is made;
For in the youthful players we may see
Our future citizenry.

And there we may behold in subtle wise
Fast weaving bonds and ties
Constraining us, lest we should drift apart
Estranged in mind and heart.
For in the playground children give and take,
And for their comrades' sake
Must put away the selfishness that spoils,
And ends in brawls and broils.
And there, as well, they learn the lesson true:
To every one his due.
For there's a chivalry in which we trust
To make our contests just.

A hundred playgrounds! Aye, a hundred shrines
Where children from a hundred racial lines
May learn to play together, and forget
That e'er their fathers met
In bloody conflict over crowns and kings
And other outworn things.
And thus throughout their youth in friendship growing,
In manhood may be found this friendship showing—
May work in manhood as in youth they played,
Until this world a better world is made.

Salary as a Stimulus

By FRANK W. BALLOU
Superintendent, Washington, D. C.

AS AN INDUCEMENT for the teacher to improve in her work, and as a condition which must be met before the public has a right to insist upon self-improvement among teachers, the salary schedule is of fundamental importance.

An adequate salary schedule should include:—

1. A beginning or minimum salary adequate to induce capable young men and women to make satisfactory academic and professional preparation to enter the teaching profession as a life work.
2. A provision for placement for previous service in teaching that encourages teachers of experience and proved merit to seek employment on an advanced salary.
3. Provision for annual increases in compensation sufficient to prompt teachers to continue in the teaching profession.
4. A maximum salary which shall constitute more than a living wage and sufficiently high to make it unnecessary for a first-class teacher to seek administrative or supervisory work exclusively for financial reasons.
5. Provision for higher compensation to the teacher for unusual or exceptional preparation for her work or superior ability in the art of teaching.
6. Provision for leave with part pay for professional study.

A salary schedule which is characterized by these elements will justify persons of unusual ability in entering the profession, will reward them for service faithfully rendered, and will give financial recognition to superior ability and accomplishment.

A Toast

By FLORENCE HOLBROOK
Phillips Junior High School, Chicago.

All hail to you, ye men and women brave
  Who grasp the torch that Learning strives to raise,
  Ignoring if men give you blame or praise
If only youth will gain the goal you crave;
The greatest conquest is the heart of man,—
  From ignorance and prejudice set free
  The teacher shows man's higher destiny,
To work in harmony with Heaven's plan.

Give us to see the evil from the good,
  Let neither fear nor envy dim our sight
  Until within our hearts there shines the light
Of justice, freedom, peace and brotherhood—
  Then every day a good-will day shall be
  And love and peace shall dwell with liberty.

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School Problems

Edited by a School Executive

93. Should we have a Junior High School graduation? (Missouri.)

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Then the faith of the common people in education is pathetic. It puts a great responsibility on us educators even if the pupil in question has an I. Q. slightly below 100. We must endeavor to arrange our high schools to meet his needs. At sixteen or less he is not usually ready to go out into the world, and he can learn more. It is up to us to find ways and means. Therefore, as I see it, it is a combination of fashion, industrial and social competition and faith in education. Turning him out is not the answer to the question. Of that I am sure.

97. Do you believe the arithmetic pad now becoming fashionable can ever take the place of a textbook in the hands of the pupil? (Montana.)

No, I do not believe we are ready to throw out our arithmetic texts and take on the pad alone, and I have seen some very good arithmetic lessons arranged in this form. I think the arithmetic pad opens up fine possibilities in individual progress and follow-up work, and I believe they have come to say, but in conjunction with the textbook.

A Hundred Playgrounds

By DENIS A. McCARTHY, LL. D.

Written for the Boston Playground Teachers, and read at the dinner at the Twentieth Century Club, March 3, 1928, to commemorate the opening of the one hundredth playground in the City of Boston, and at the same time to honor Mr. Joseph Lee, president of the Playground Association of America.

I

A hundred playgrounds! That's the record bright
We celebrate tonight.
A hundred places for our youth to run
In freedom and in fun,
While friendly air and sun
Bless their young bodies and unloose the chain
That else might bind the brain.

A hundred places of a hundred joys,
Where all our girls and boys,
Joining in playground fellowship, may know
Its meaning, and may grow
In health of body and in strength of soul,
In sense and self-control,
Until in manhood and in womanhood
Their hearts may choose the good;
From foolish prejudice and narrow pride
May turn aside,
And be the bulwarks in the days to be
Of our democracy.

A hundred playgrounds! Aye, a hundred places
Where all our children from a hundred races
Together playing, may forget the thought
Their fathers ever fought
About old tribes or clans or boundaries,
Or questions such as these.
Together playing may grow one, in all
That makes them call
This land **their** land—their land of dreams come true;
And our flag **their** flag, too.

II

So busy we with grown-up things,
With building factories and fanes;
With making wars and breaking kings,
With piling wealth on creaking wains,—
We were so busy with our greed
And with our gains from day to day,
We quite forgot the children's need
For playgrounds and for play.

We fenced with care the vacant lot,
We felled the wood and dried the stream,
We built a warehouse on the plot
Wherein our fathers used to dream.
"No trespassing." We placed that sign
More frequently beside the way;
We banned the youthful baseball nine—
They had no place to play.

What wonder there was much unrest
Among the youngsters, up and down!
What wonder they became a pest
To those who loved a quiet town!

And then there came a modest man
With heart to feel and eyes to see.
He had a purpose and a plan—
Give thanks for such as he!

And in the heart and in the brain
So wise and kind, there grew and grew
The thought that we must all regain
The old-world joy that once we knew;
The thought that we must guard with care
Our children's right to childhood's day,
And make for children everywhere
A place wherein to play.

And others, God be thanked, there were
Who came to think the same as he.
And many a heart began to stir
To spread the work from sea to sea.
So when tonight we all rejoice
To see the hundredth playground won,
Is it not right that we should voice
What Joseph Lee has done!

III

A hundred playgrounds! That's the record fine
That through the years will shine.
A hundred places where, in sun and shade,
Foundation-stones are laid,
And character is made;
For in the youthful players we may see
Our future citizenry.

And there we may behold in subtle wise
Fast weaving bonds and ties
Constraining us, lest we should drift apart
Estranged in mind and heart.
For in the playground children give and take,
And for their comrades' sake
Must put away the selfishness that spoils,
And ends in brawls and broils.
And there, as well, they learn the lesson true:
To every one his due.
For there's a chivalry in which we trust
To make our contests just.

A hundred playgrounds! Aye, a hundred shrines
Where children from a hundred racial lines
May learn to play together, and forget
That e'er their fathers met
In bloody conflict over crowns and kings
And other outworn things.
And thus throughout their youth in friendship growing,
In manhood may be found this friendship showing—
May work in manhood as in youth they played,
Until this world a better world is made.

Salary as a Stimulus

By FRANK W. BALLOU
Superintendent, Washington, D. C.

AS AN INDUCEMENT for the teacher to improve in her work, and as a condition which must be met before the public has a right to insist upon self-improvement among teachers, the salary schedule is of fundamental importance.

An adequate salary schedule should include:—

1. A beginning or minimum salary adequate to induce capable young men and women to make satisfactory academic and professional preparation to enter the teaching profession as a life work.
2. A provision for placement for previous service in teaching that encourages teachers of experience and proved merit to seek employment on an advanced salary.
3. Provision for annual increases in compensation sufficient to prompt teachers to continue in the teaching profession.
4. A maximum salary which shall constitute more than a living wage and sufficiently high to make it unnecessary for a first-class teacher to seek administrative or supervisory work exclusively for financial reasons.
5. Provision for higher compensation to the teacher for unusual or exceptional preparation for her work or superior ability in the art of teaching.
6. Provision for leave with part pay for professional study.

A salary schedule which is characterized by these elements will justify persons of unusual ability in entering the profession, will reward them for service faithfully rendered, and will give financial recognition to superior ability and accomplishment.

...and the princess ...s the same thing and waited with terror in her eyes for the moment when she should be dragged from her father's arms.

Now it happened that there was a baby in the village which was dying of thirst, and the old chief was sorrowful to hear its cries. "Surely," said he, "there is one man with a soft heart in the ranks of our enemy. I shall call out and ask for water." So saying, the chief and his daughter went up to the top of a mound and sat down and the old man cried in a loud voice: "One calabash of water for a babe who dies of thirst. Just one calabash of water for the little one." Now there were several good men in the ranks of the enemy and they quickly filled their calabashes and would have carried them to the old man had not the wicked

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up in love. ... prepare the feas... bashes with clea... the ancient peace

Tooboo
(Fro...

When night f... when morning ... against the sky a... rose from the ... white dolphins o... land with arched ... "We shall land," ... taste of fresh wa... me and I wish fo... shadow of the pa... and his brothers ... surf and drew up... soft, white sand. ... cocoanut," said Ma...

THE STONE ARITHMETICS

Adopted by the entire State of Kansas

THE PRESIDENT OF A NORMAL UNIVERSITY WRITES:

"I consider STONE'S ARITHMETICS the very best. Stone is a clear, good thinker, and, better still, knows the successive steps along which children come to know numbers and their relations. When taught in Stone's fashion, the language of arithmetic has meaning to the child. Without this fundamental work to show the meaning of the operations, no amount of drill can make a child sure-footed in solving actual problems, whatever facility he may develop in number exercises. In all particulars, the STONE ARITHMETICS are strong."

◈ ◈ ◈ ◈

Beside the **Stone Arithmetic** series (either three books or six books), we are publishers of **Stone's Child's Book of Number, Stone's New Mathematics** (three books for junior high), **Stone's Objective Drills in Arithmetic** (grades two to eight, inclusive), **Stone's Drill Manual,** and **Stone's How We Subtract.**

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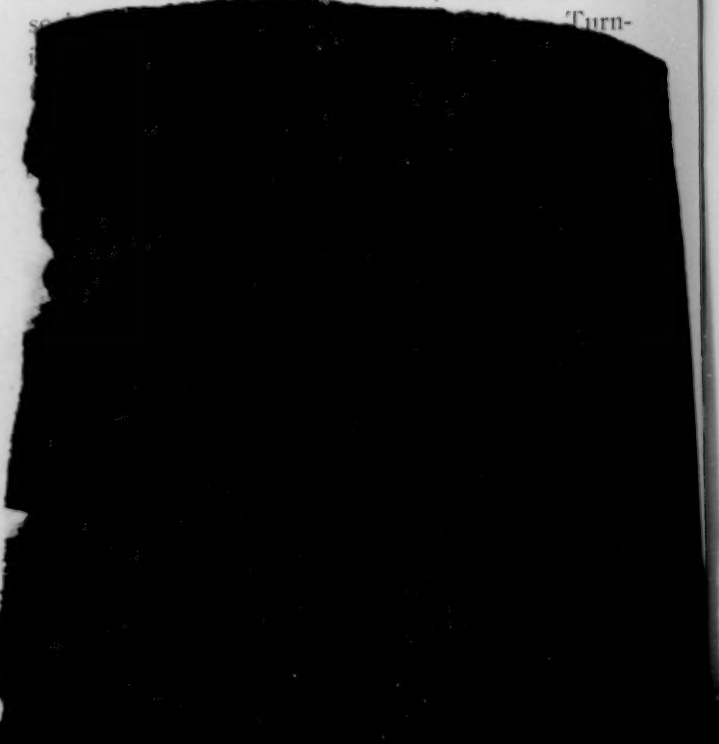

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

One Calabash of Water

(From New Zealand)

The great chief, Rangi, ruled over his quiet village with a father's love. Nowhere in the whole island were there finer totem poles. Nowhere were there houses that were more comfortable; nowhere boats that were driven with stronger arms; and nowhere a maiden so beautiful as his lovely daughter, Ran-mahora. Of course the fame of this village went abroad on the island and there was not a spot where the wisdom of the old chief was not spoken of and the beauty of his daughter praised. Now it happened that many miles away dwelt a savage chieftain who wished to possess both the riches of the village and the beautiful daughter. From far and near he gathered warriors to whom he told lies about the purpose of the war. One of these warriors, named Takarangi, was the hero of his people. He was noble in every way, swift to run, strong to swim, victorious in battle and yet of such a kindly nature that even his enemies had nothing but good to say of him.

The battle around the village was very bitter, for the people of the aged chief were willing to lay down their lives in his defence. The enemy was beaten back at every point, and at last decided to besiege the chief and let hunger and thirst bring to pass what could not be done with force of arms.

For many days the armies faced each other, but at last the wells in the village went dry and the people fainted for want of water. The old chieftain and his daughter suffered with the rest. "I cannot drink," said he, "while my people die of thirst," and the princess said the same thing and waited with terror in her eyes for the moment when she should be dragged from her father's arms.

Now it happened that there was a baby in the village which was dying of thirst, and the old chief was sorrowful to hear its cries. "Surely," said he, "there is one man with a soft heart in the ranks of our enemy. I shall call out and ask for water." So saying, the chief and his daughter went up to the top of a mound and sat down and the old man cried in a loud voice: "One calabash of water for a babe who dies of thirst. Just one calabash of water for the little one." Now there were several good men in the ranks of the enemy and they quickly filled their calabashes and would have carried them to the old man had not the wicked chief struck them from their hands. Takarangi scowled at this evil deed and laid his hand upon the wicked chief. "Is water gold?" he asked, "that you would keep it from the lips of a dying child?"

The wicked chief was angered by his words and would have pierced him with his spear had not the friends of Takarangi laid heavy hands upon him. The old chieftain saw all from afar. He rose up and addressed Takarangi.

"Young warrior," he said, "are you able to calm the billows that surge over the hidden shoals?" He meant of course, "Are you able to control the savage men around you?" Takarangi understood and answered: "This arm no dog shall bite." He meant "No one here dares oppose my will." So saying he took up a calabash of cold water and walked quickly over to the old chief and his beautiful daughter. "Here is drink," said he, "both for the baby and for you too. Water is the gift of God which no man may deny another." But the old chief thought of the little child and hastened back to give it drink. When he was gone Takarangi looked into the eyes of the beautiful Ran-mahora and forgot the battle and the good chief and the wicked chief and all the world. Ran-mahora looked also into his eyes and forgot the thirst that had dried up her soul.

When the old chief returned he saw the two looking at each other and said: "My daughter, would you wed this warrior?" and the maiden said, with lowered eyes: "I like him much."

Then Takarangi took the hand of the girl and turned to his warrior friends: "Behold," said he, "the end of war, for strife and bloodshed is swallowed up in love. Cast down your spears and prepare the feast. Fill full the calabashes with clear water and let us sing the ancient peace songs of our people."

Tooboo the Short

(From Tonga)

When night fell there was no land, when morning came palm trees leaned against the sky and the roar of the surf rose from the coral reef where the white dolphins of the sea charged the land with arched backs and snowy fins. "We shall land," cried Mara, "for the taste of fresh water will be sweet to me and I wish for rest in the long shadow of the palm tree." So Mara and his brothers landed through the surf and drew up their boat upon the soft, white sand. "Let us eat of the cocoanut," said Mara, and he stretched out his hand to take hold of the palm tree and shake it, but his hand grasped only the shadow of the tree. "'Tis strange," said Mara. "The days on the wide sea have confused my sight." Once more he tried and once again his hand grasped only the shadow of a tree. Then Mara turned to his friend, Hiku, "Do you try," he said, "for I am bewitched," but when Hiku tried, he, too, grasped only the dark shadow of the palm. "Perchance," said Mara, "this tree is taboo. Let us pluck the sweet fruit of yonder bush," but when the three reached forth eager hands they grasped only the shadows of the fruit. "Perchance this fruit is also taboo," said Mara. "Let us drink from the clear stream that tinkles so sweetly down from the rocks," but when the three threw themselves down beside the stream their thirsty lips met only the shadow of the silver stream. "It is strange," said Mara, "but perchance this water is taboo, also. Let us bring down with our arrows the bird that sits on yonder limb. Surely, since it lives in the upper air it will not carry the taboo of the heavy earth." So the three fitted arrows to their bows and shot at the same instant, and the three arrows met in the shadow of the bird and destroyed each other. Then a great fear came over Mara. "Truly, my friends," said he, "we have chanced upon Bolotoo, the home of the eternal spirits. We are dead men, every one of us." As he spoke there was the sound of voices in the tree above their heads. "Many winds blow in the trees," said Mara. "Do you not hear them?" "I hear voices," said Hiku. "Many little tongues speaking, whispering, sighing, singing. Let us listen and perchance we may catch the meaning of the words."

"Aye, you shall catch them," said a voice louder than the rest. "It is I, Tooboo, the Short, who speaks to you. You have come, unbidden, to Bolotoo, the home of the happy spirits. Above you waves the leaves of A Kau-lea, the talking tree, which whispers to heaven all the hopes of men, and you have tried to drink of Var-ola, the Water of Life, out of which bubbles up, night and day, the new souls of men. What would you have, O Mara?" "I would have a cocoanut to give me life," said Mara.

"It is written, while you breathe you must stretch forth empty, longing hands for the cocoanuts of Bolotoo." "I would have the fruit of yonder bush to bring back my failing strength," said

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Mara. "It is written, while you breathe you must seek the fruit of happiness in vain," said Tooboo. "I would have that bird that sits on yonder limb," said Mara.. "It is written, while you breathe you must shoot only missing arrows at the bird that flies on the spirit's wings," said Tooboo. "I would have, then," said Mara, "just one drop of the water of the brook to ease the great thirst that burns me up." "It is written," said Tooboo, "that, while you breathe, you must thirst for the eternal waters of life." "Then let us go back through the doorways into the houses of men," said Mara. "Nay," said Tooboo, "even as you speak you are coming out through the doorways of the houses of men. Fear not, for when you cease to breathe you can shake the palm tree and pluck the ripe fruit and drink from the waters of Var-ola, the fountain of the Waters of Life."

Last Words of Famous Men

Alfred the Great.

A thousand years ago King Alfred reigned in England. He was as noble in thought as he was kingly in his deeds. In his soul burned a great lamp of truth. Its rays went out beyond his body and enlightened the people over whom he ruled. Wisdom flourished, for wise men came to him; justice found a resting place close to the royal throne; while from the pen of the great king, himself, came the first great works in English prose. Much as Alfred loved wisdom, he loved goodness more. "What would I care for life," he writes, "if I knew nothing? What is the highest wisdom other than the highest good?" We do not know exactly how King Alfred looked, for the features stamped upon the coins of his day are too poorly drawn to be of any service. It is not necessary that we should know. Alfred, himself, tells us in the following words just how he wished to be remembered. "My will," he says, "was to live worthily as long as I lived, and after my life to leave to them that should come after me, my memory in good works." Alfred's hope came true. So nobly had he lived and so wisely and justly had he ruled that we find the following wonderful tribute to him by one who loved him. And so there passed away, "Alfred the king of the Anglo-Saxons, the son of the most pious king Aethelwulf, the famous, the warlike, the victorious, the careful provider for the widow, the helpless, the orphan and the poor; the most skilled of Saxon poets, most dear to his own nation, courteous to all, most liberal; endowed with prudence, fortitude, justice and temperance; most patient in the infirmity from which he continually suffered; the most discerning investigator in executing justice, most watchful and devout in the service of God." The last words of such a man as this cannot but have a keen interest for all seekers after good. Across the silence of a thousand years they come like a fresh April breeze to each one of us:—

"Therefore," said Alfred, "he seems to me a very foolish man, and very wretched, who will not increase his understanding while he is in the world, and ever wish and long to reach that endless life where all shall be made clear."

To a Waterfowl

(William Cullen Bryant.)

Nature is the doorway into the land of spiritual powers. Strange ghostly hands unlock the petals of the rose, unfurl the lovely crook of the woodland fern, scatter the incense of the heliotrope on the warm evening air, and unfurl the pennants of the sky-blue iris beside the garden gate. It takes intelligence to round out the cycle of the simplest flower; it takes an infinite care to build into deep perfection the royal palace of a flaming poppy, fashioning the enclosing walls of scarlet tissue, lovelier than silk, and roofing the carved dome, within, with shingles of pale green. In his wonderful poem, "To a Waterfowl," the poet, Bryant, deals with another way in which the unseen world reaches out its ghostly influence into the world of flesh and blood. Beautiful beyond compare is the flow of the noble lines which carry the poet's thoughts on wings as smooth and strong as the pinions of the waterfowl.

TO A WATERFOWL.

Whither, midst falling dew,
While glow the heavens with the last steps of day,
Far, through their rosy depths, dost thou pursue
Thy solitary way?

Seek'st thou the plashy brink
Of weedy lake, or marge of river wide,
Or where the rocking billows rise and sink
On the chafed ocean side?

There is a power whose care
Teaches thy way along that pathless coast—
The desert and illimitable air—
Lone wandering, but not lost.

Thou'rt gone, the abyss of heaven
Hath swallowed up thy form; yet, on my heart
Deeply has sunk the lesson thou hast given,
And shall not soon depart.

He who, from zone to zone,
Guides through the boundless sky thy certain flight,
In the long way that I must tread alone,
Will lead my steps aright.

What has all this to do with us? Is it not certain that He who fashioned the flaming poppy and the pale-blue iris by the gate, who guided through the illimitable air the flight of the far geese, has taken fond thought also of us,—has prepared a place for us and bidden us abandon fear since, after all, there is no dread unknown, no death, no darkness, in the Eternal Presence in which we stand now and must stand forever.

The Old Man's Answer

Two men stood on a street corner and talked. One said: "There is great injustice in the world about us. The wicked prosper and the greedy increase their wealth; the strong trample on the weak and many sinful ones roll about in fine limousines." "All you say is true," answered the other. "In which case I wonder," said the first man, "whether it really pays to be good." "I think it does," said the second man. "Many years ago while hunting in the deep woods I stopped one night at a log cabin in which lived a strange old man. Curiously enough, this very subject came up as we talked before the crackling fire. I shall never forget the old man as he sat there; the silence of the woods about us, the flickering blaze of the heavy logs, the black shadows tugging to be free from the legs of our chairs,—and the old man's answer. 'Son,' said he, 'there is just one out about this being-bad business. You show me the man who has done an evil deed and felt better after it, who held his head higher after it, who got out of it a great and abiding joy, who knew he was a better and a safer man for having done it, and I'll admit, right now, that God has gone away from this universe of ours into parts unknown. Son, the evil about evil-doing is in how it makes you feel. I know I did one evil deed and I have never really held my head up since." The first man laughed. "I am glad you told me the old fellow's answer," he said. "He's right about it. When the first evil deed brings with it a sense of joy and peace, then, and then only, has injustice won a victory. Up to that time we can leave these sinners to face themselves."

"I may not like the way the cards are shuffled,
I may not choose the game, nor ask to play;
But yet through changing odds I shall, unruffled,
Play like a man what's dealt me day by day."

—Selected.

EDUCATION IN ACTION

Ford's Trade School Opens

The Wayside Inn trade school, sponsored by Henry Ford at his Sudbury, Mass., estate, has opened. Thirty boys, fourteen and fifteen years of age, are to receive industrial education and training. With the endorsement of the state department of public welfare, state wards will be allowed to attend the school and take advantage of the unusual training and educational opportunity. Information pertaining to the school was given out in the following statement by one of the Ford representatives: "The course is for four years, the boys remaining at the school the year around. Academic subjects, equivalent to those taught in high schools, will be given. Pupils will be taught to prepare food, from sowing the seed to serving the finished product on the table. They will grow cereals and grind them in the old grist mill. They will learn textile making, from the care and shearing of sheep to the weaving of cloth. Agriculture and horticulture will be important subjects. Woodworking will be taught, from sawmill to finishing shop, and plumbing and construction will have a place in the curriculum. The pupils will do their own housework. They will be paid wages large enough to buy their own clothing, pay board and have a little money left over. No tuition will be charged. Mr. Ford's intention in establishing the school is the making of men with full capacity for enjoying life through producing the essentials of life."

Report on London's School System

A report prepared recently by order of the London Education Committee gives a historical summary showing how the city's educational system has evolved from early days when elementary education was mainly supplied by religious organizations. It was in 1833 that Parliament voted 20,000 pounds for public education, this being the first of the annual grants which have been continued without interruption. There was then no State Department for Education. Most of the acts of Parliament concerning education were repealed in 1921, the enactments being incorporated in the education act of that year, which codified and simplified educational legislation. At present the government department responsible for the education service of the country is the Board of Education, the president of which is a Cabinet Minister. The organization of education in London, as in other towns of Great Britain, it is pointed out, is very characteristic of English social and political institutions, of deep-rooted traditions that have evolved an unwritten constitution and a common law based on individual liberty, precedent and custom. Any study of modern educational conditions in London, the report emphasizes, would be barren and misleading unless the student first endeavored to understand how British social progress has sprung largely from evolutionary processes. Such processes, spread over many generations, are written in the minds of men rather than in official documents. Books and libraries are dealt with in the report; the elementary schools, London central schools, special services, secondary schools, university and training colleges, London scholarships and continued education. It is pointed out that most schools are equipped with lending libraries, the books in which can be taken home by children. In some poor districts the council has arranged for schools to be open for two hours in the evening in order that the children may do private reading under the supervision of a teacher. There are also loan collections for evening institutes, these collections including a musical section.

Dean Favors "Snap" Courses

The institution of "snap" courses at Columbia University was favored by Dean Herbert E. Hawkes in a speech delivered in connection with recent alumni day ceremonies. "If the system is put through as I favor it," he said, "some of the best lecturers in college will give courses two or three times a week for which there will be no examination and for which half credit will be given. I think this will serve to acquaint the student with the subject matter of the course without having them bother to an unnecessary degree about preparing for examinations. 'Snap' courses have often worked out very well."

Turkey Opens Art Academy

Mustapha Kemal's numerous statues and portraits by foreign artists have spurred Turkey to open an Academy of Fine Arts in Constantinople to encourage Turkish sculpture and painting, neglected under the old regime because Islam forbids images of living beings. The academy will also foster the art of caligraphy, the writing of beautiful Arabic script having always been honored in the Moslem world, where it was in special demand for copying the Koran. This step indicates Angora's reluctance to adopt Latin characters, one reason for which is that in the critical economic period of transition Turkey is now experiencing it cannot risk the endless confusion entailed by such a change.

Yale Honor System May Be Abandoned

The Yale faculty will have to take over the supervising of examinations, Dean Clarence W. Mendell said after it became known that only 263 of the 1,608 students in the college had voted for retaining the honor system under which students take examinations without being watched by their teachers. Of the 1,608 students 148 favored a return to faculty supervision, 263 wanted the honor system retained and 361 wanted no supervision of any kind. Just what steps will be taken by the faculty is not known. The faculty turned the reins over to the students when it allowed the honor system to be instituted, and it is very likely that they may have to take them away again since the students have failed to take much interest in the system, the Dean said.

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Private Schools Increase Enrollment

Enrollment in private schools is steadily increasing, the Bureau of Education has found as a result of its latest survey. As compared with 1924 the number of students reported in 1926 in private schools and academies increased 14.6 per cent., and the number of teachers 15.5 per cent. Fourth-year students increased 21.3 per cent. and the number of graduates 18.9 per cent. Of boys in the fourth year in 1926 more than 85 per cent were graduated, and of the girls more than 92 per cent. In 1926, 2,350 private high schools and academies reported to the Bureau, an increase of 226 as compared with 1924. The number reporting in 1890 was 1,632. The 1926 figures included 111 schools for colored students. The schools reporting in 1926 had more than 248,000 students and more than 18,000 instructors. A decrease in military drill in private schools and academies is indicated by the figures, which show that it was given in 105 schools to more than 15,000 students in 1926 as compared with 205 schools and more than 24,000 students in 1920.

Economics in High School Curriculum

Opinions to the effect that the study of economics in city high schools has undergone radical changes; that it is perhaps the most important study to those pupils who are going on to business life are advanced by Miss Amanda Langdon, chairman of the department of economics in Theodore Roosevelt High School, in a recent issue of the Bulletin of High Points in the High Schools of New York City. "Economics, more than any subject in the high school curriculum of today," Miss Langdon says, "has gone through what may really be termed radical changes. What was largely useless has now become one of the most useful subjects taught in our schools today. It was once for the college man and woman; it is now for the high school student, and early in his course. It was once for the pedant; it is now for the practical man of affairs. If our pupils are to be fitted for a place in this world of today their preparation must keep step with the needs of the times. Fundamentals must remain, but on this foundation we are to build. The structure remains the same, perhaps, for we yet have Engel, Ricardo, Adam Smith and others whose theories we expound. The covering of the structure of today, however, bears little resemblance to one of even fifteen or twenty years ago. There is no one who will lift his voice in disapproval of things as they are; all can see that change has meant progress. What was static has become dynamic.. What was purely theoretical has now become very largely practical. What was uninteresting has become filled with the pulsing interest of our industrial life of today."

American School in France Gets a New York Charter

For the first time in the century and a half of its existence the New York State Board of Regents has granted a charter to a school of secondary education outside the state. The charter was issued to the Chateau Neuvic School, Dordogne, France, according to an announcement made by the school's Board of Trustees, of which Bishop Charles H. Brent of Buffalo is chairman. The school is conducted especially for American families resident in Europe, and for those who wish to send their sons to a foreign school where an American education will be offered with a French background. The advisory council of the school consists of the headmasters of St. Paul's, Concord, and Groton, Kent, St. Mark's, and the Episcopal Academy of Overbrook, Pa. By special arrangement with these schools credit will be given for the work done at Chateau Neuvic.

Library to Cut List of Fiction

Serious and scholarly use of the Newark, N. J., public library has increased so rapidly that current fiction may be practically eliminated from the main library, under a proposal announced by the board of library trustees. The arrangement contemplates the extension of the fiction supply in the branch libraries and the use of central facilities for students interested in a more serious type of reading, according to John C. Dana, librarian. "The more serious and scholarly use of the main library has increased so rapidly in the last few years that in spite of several improvements and extensions the space for book readers and students is insufficient," the statement of the board declares.

Friends' Schools Patronized Largely by Other Sects

Of 3,827 pupils enrolled in Friends' schools situated in the Middle Atlantic States of New York, New Jersey, Pennsylvania, Delaware, Maryland, and the District of Columbia, only 514 are children of Friends, according to a two-year study of twenty schools under Friends' meetings or conducted by Friends, recently made by W. Carson Ryan, Jr., professor of education, Swarthmore College. Of the twenty schools, eleven are in Pennsylvania. All are co-educational, and enrollment is about evenly divided between the sexes. Six of the schools have all grades from kindergarten through senior high school. Of the two boarding schools maintained, one is entirely of secondary grade, and the other includes elementary classes. The schools employ 296 full-time and fifty-three part-time teachers. The study indicates that Friends' schools are by no means solely or even mainly for Friends' children, and that in this respect conditions have not greatly changed since 1870, when a survey of meetings and schools in the Philadelphia region showed that of the 1,957 children then attending Friends' schools, only 438 were children of Friends.

Education for All Is Making Giant Strides

"The nineteenth century is said to have been a time when the rights of childhood were emphasized. The first quarter of the twentieth century witnessed a marvelous growth in the field of secondary education. During that time the attendance in public secondary schools in the United States increased 427.7 per cent. During the same period attendance in elementary schools increased only 37.9 per cent. It is now the belief of many people that the second quarter of the twentieth century is starting with the promise that education will be accessible to all persons in the United States. The words are those of L. R. Alderman, specialist in adult education for the United States Bureau of Education. "The idea is slowly developing," he said, "that the normal individual should continue to make mental adjustments so long as he lives." About thirty states now have laws promoting adult classes in English and citizenship. In all, twenty-one states now provide financial aid for the work, and teachers are now receiving special training to equip them for it. In addition to the states, the cities and the towns, many other agencies are interested in furthering adult education.

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TREND OF THE TIMES

EMPLOYMENT is unaffected in the long run by either a high or a low price level, Professor Irving Fisher finds after three years' computations. During the process of sinking there is less employment; in rising from one level to another more employment is created temporarily.

TAXATION has been levied in many unusual ways, but Paris offers something new. All bay windows, cornices and the like which extend as much as a foot beyond the building line are to be taxed. But first they must be measured, and seventy men are busy measuring the million or more projections of the big city for tax purposes. The returns from many will not be enough to pay expenses of measurement.

SOVIET UNION has a population of 146,989,000 according to last year's census figures. There are 5,000,000 more women than men, although the census twenty years before showed a surplus of less than half a million. Russians form only 52.9 per cent. of the Soviet Union's population. In the six States of the Union there are no less than 577 different tribes. Among this mass are 150 distinctly designated languages.

NATIONAL FORESTS in the Eastern part of the United States now include nearly 3,000,000 acres. This land, according to the report of the National Forest Reservation Commission for the fiscal year 1927, is being purchased at an average price of $4.86 an acre.

IRON HORSE that on flashing rails sped the picturesque stage-coach of old England into disuse is now fuming at a rival that threatens his supremacy, namely, the motor-truck and motor-bus, which carry passengers and freight in what English railway men call ruinous competition. The London and Northeastern Railway has cut by more than half the fares over certain routes in the Newcastle area where omnibus competition is keen. A new type of steam rail-car will be brought into service soon, it is predicted.

NOISES made by billions of atoms turning over in their beds inside a bar of iron were heard by scientists in New York recently. It was stated that when iron is magnetized the vast numbers of atoms inside the iron turn around so that all face the same way. These disturbances were magnified electrically more than a billion times and broadcast through a powerful loud-speaker. They sounded a good deal like a carload of dumb-bells turning over as they rolled down a tin roof. The noise made by the tiny particles of electricity jostling against each other when a current flows through a wire was also amplified and sounded like water rushing through a gigantic pipe.

POOR LAW RELIEF in 1927 was extended to one person out of every forty-seven in England and Wales as revealed in statistics just completed by the British ministry of health. The total number of persons drawing doles was 951,000, and the total cost to the taxpayers was $198,000,000. This did not include state pensions and unemployment insurance.

CHINA'S population is growing at an average rate of 1,315,000 a year. The present population on the basis of the 1920 missionary survey is 454,240,000.

"BALANCING" of agriculture and industry by establishing future industrial centres in rural communities instead of in densely populated areas would go a long way toward solving the farmer's problem, according to T. R. Preston, president of the American Bankers' Association. Such a movement would increase the market for agricultural products, give employment to surplus labor, elevate the standards of living, increase public revenue, reduce taxes and vastly increase educational facilities.

AIR BATTLES of the future, through the instrumentality of aeronautical engineering; will be fought in a new sector of the universe. On commission from the Army Air Corps a well known airplane company has undertaken to build a bird of war which will fight and fly efficiently at an altitude of eight miles above sea level. The pursuit pilots when fighting in this new sector of the universe will be dependent for air for breathing purposes upon two oxygen bottles to be built into the plane as standard equipment.

RADIO PICTURES were recently broadcast from a New York station on its regular wave length and were received twenty-five miles away on a small device attached to an ordinary radio receiver in the home. Broadcasting company officials said the process might be employed to send a picture of detailed printed programmes early each morning to radio listeners.

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The BOOK TABLE

PRINCIPLES OF BOOKKEEPING AND BUSINESS. Advanced Course. By Charles E. Bowman, Girard College, and Atlee L. Percy, College of Business Administration, Boston University. Frederick G. Nichols, Harvard University, general editor. New York, Boston, Cincinnati, Chicago, Atlanta: American Book Company.

In this day of high progress in educational achievement nothing is doing more to promote efficiency in modern business than the improvement in universal understanding of "Principles of Bookkeeping and Business" in all classes in schools and colleges.

Who can estimate the significance of having a man as skilful in the art of promoting business efficiency with all latest methods of achieving success as is Frederick G. Nichols of Harvard University select as authors Charles E. Bowman of Girard College, and Atlee L. Percy of Boston University to create a textbook to meet the latest needs of the best schools in America? Their book is certainly the latest word in professional achievement in advancing the cause of business efficiency.

THE OPEN DOOR LANGUAGE SERIES. By Zenos E. Scott, superintendent, Springfield, Mass.; Randolph T. Congdon, principal, State Normal School, Potsdam, N. Y.; Harriet E. Peet, Research Scholar in Education, Cambridge, Mass., and Laura Frazee, assistant superintendent, Baltimore.

First Book, Language Games and Stories, 305 pages.

Second Book, Better Everyday English, 305 pages.

Third Book, Success in Speaking and Writing, 435 pages.

Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

It would not be easy to find a better combination of talent or experience to prepare three books in these phases of elementary school work than these four authors have brought to the making of these books, and certainly no publishers are better prepared professionally or artistically to give the skill of authors a better setting than has been given these authors.

Of the variety of language books that have come from the pens of famous schoolbook authors and from the press of eminent schoolbook publishers there has been no attempt to approach the study of English, to make thorough work of mastering the use of good English by all children and rounding it out, equipping students with skill in the use of oral and written language which will be marketable.

We are simply amazed at the genius and masterfulness of everything that contributes to the superiority of "The Open Door" group of books. To characterize in detail the way in which these books will function in the hands of modern teachers would be too mechanical for our purpose.

ENGLISH STEP BY STEP. Third Year. By Ellen A. G. Phillips and Cecil A. Kidd, district superintendent. Cloth. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

New York City school men and women are reaping a rich harvest in bookmaking, and by no class of authors are better schoolbooks made than by these teachers who are in the game, or on the job, as you please. There is a disposition in some quarters to try to discount the school work in large cities because "there is politics in it," but we have said many times that in all large cities there is to be found the best of the latest in progressive work, and certainly we have never seen anything more up-to-the-minute in language teaching for a specific grade than in "English Step by Step."

GOVERNMENT AND BUSINESS. A Study in the Economic Aspects of Government and the Public Aspects of Business. By Earl Willis Crecraft, Ph.D., University of Akron, Akron, Ohio. Yonkers-on-Hudson, New York and Chicago: World Book Company.

There has never been as great a necessity for having students study "Government and Business" as at the present time. Both government and business are vastly more complex than at any time before 1920.

Nothing is more significant in the modern school than the education of the family through the subjects high school students study and the textbooks used in their study. "Government and Business" taken home from school and left around to expose the family to its wisdom would be of inestimable service to the family financially and to the government civically.

There is no future for business or for the government unless families think intelligently, and there is no influence that can help them to think intelligently as safely as through the school books.

They may not always be ideal in their poise, but they can never go far along any line of propaganda, while propaganda literature in daily papers, in magazines, in popular books, in organizations considers anything justifiable that is influential. There is nothing in print that comes as near being safe and sane, as far from propaganda as the textbooks in the public schools.

"Government and Business" is one of the best books for school and home that has been written. The test of any information in business and government is assurance that it is not propaganda, that the writer knows his subject from a to z, that he knows it at all angles, and that he has the latest information. "Government and Business" evidently meets all of these conditions.

REVIEW OF GRAMMAR WITH EXERCISES. By Jonathan Dow, Kansas City, Missouri. Cloth. New York, Chicago: Charles E. Merrill Company.

We can conceive of nothing in one hundred pages that would do quite as much to check up one's knowledge of grammar as to do what it is suggested for him to do in "Review of Grammar With Exercises." One of the interesting features of the book is extensive use of diagraming. It carries us back to one of the tragic periods in methodology when diagraming was wildly used and with marvelous results much to the disgust of the old-fashion traditionalists, who had a panic when they saw children learning grammar so easily. If we remember correctly it was Maynard and Merrill who reaped a rich harvest in the palmy days of "diagraming."

Books Received

"Everyday Grammar and Composition." By Anna M. Locke.—"Everyday English." By Caroline L. Laird, Hallie D. Walker, Anna M. Locke. Evanston, N. Y.; Row, Peterson Company.

"Short Stories of To-day." By Bertha Evans Ward. Boston, Mass.: Houghton Mifflin Company.

"Economic History of the United States." By Harold Underwood Faulkner. New York: The Macmillan Company.

"Modern Solid Geometry." By John R. Clarke and Arthur Otis. Yonkers-on-Hudson, N. Y.: The World Book Company.

"Map Exercises, Syllabus and Notebook in English History." By R. C. Willard and Edward K. Robinson. Boston: Ginn and Company.

"A Letter to a Friend." Anonymous.—"The Metaphysics of Pragmatism." By Sidney Hook.—"Philosophy To-day." By Edward Leroy Schaub. Chicago, Ill.: The Open Door Publishing Company.

"Idylls of the King." By Alfred, Lord Tennyson. New York: The Macmillan Company.

"Short Stories of To-day." By Charles L. Hanson and William J. Gross.—"Adventures in Citizenship." By Grace H. Stewart and C. C. Hanna.—"The Poems of Youth." By Alice C. Cooper. Boston: Ginn and Company.

"Principles of Educational Sociology." By Walter R. Smith. Boston, Mass.: Houghton Mifflin Company.

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GRINS BETWEEN GRINDS

Not So Bad

Teacher—"What do you mean by saying that Benedict Arnold was a janitor?"

Bob Cowell—"The book says that after his exile he spent his life in abasement."

Revolve This One

"Pa, what is a parasite?"

"A parasite, my boy, is a man who goes through a revolving door without doing his share of the pushing."

The Radio Bug

"Do you carry B-eliminators?"

"No, sir, but we have roach powder and fly swatters."—Life.

Where the Shoe Pinches

"My wife has run away with a man in my car!"

"Good heavens! Not your new car?"

—Keystone Motorist.

The Candid Doctor

"Doctor, don't you find it inconvenient to travel miles to see me?"

"Oh, no; I have another patient near here, so I get the chance to kill two birds with one stone."

Deduction

Lawyer—"Then you say that this man was drunk?"

Witness—"I do not. I merely say that he sat in his car for three hours in front of an excavation waiting for the light to turn green."—Judge.

The Difficulty

First Neighbor — "Heard Mrs. Grimes left her husband."

Second Neighbor—"What was the trouble?"

First Neighbor—"She found a card in his pocket and on it was written: Violet Ray, $25.00."

A Real Help

He—"Yes, my father has contributed very much to the raising of the working classes."

She—"Is he a socialist?"

He—"No, he makes alarm clocks."

—Buen Humor.

On the Free List

During the advance ticket sale for "The Miracle" the first man in line was a Scott, and the next a Hebrew.

"How many?" said the man in the box office.

"What are the prices?" asked the Scotchman.

"$1.10, $2.20, $3.30, $4.40 and $5.50," was the reply.

"I'll take one o' the five-fiftys," said Sandy, planking down his money.

"How many?" asked the ticketseller of the Jew.

"I don't vant any," said Isaac, starting to go. "I vanted to see The Miracle and I chust saw it."

Modern Justice

"What is your occupation?" asked the judge sternly.

"I haven't any," replied the man. "I just circulate around."

"Please note," said the judge, turning to the court clerk, "that this gentleman is retired from circulation for thirty days."

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Moral Culture in the Public Schools

Editor, Journal of Education:—

While, in keeping with the traditional American spirit, religion of any kind is not taught in our public schools, morals, now taught to a limited extent only, could and must be made an important part of the curriculum if the citizenship of tomorrow is to be ennobled and our country to continue to advance in leadership of the world in social and political ideals. A burden of responsibility has fallen to us since the great war from which we cannot escape. It is our burden.

How may it be met in our school system in order to promote the desired respect for law and obedience to it? There must be a common ground, a consensus of method. For this purpose what can approach the Mosaic Decalogue, a comprehensive code which meets the sanction of Hebrew, Catholic and Protestant—the three great elements in American citizenship?

Let the youngest in school grade be taught especially the eighth commandment, "Thou shalt not steal," a very simple one that comprehends all the others, for not one can be broken without breaking the eighth, for we either rob God by infraction of the first table, or we rob man if we break any one of the second table of this wonderful digest.

The seventh commandment, of course, should be taught only in the higher grades and then with separation of the sexes and proper restrictions.

In adopting the Decalogue for the purpose we need not be concerned as to its origin, whether Chaldean or Hebrew or other. And, since it is universally accepted, and involves the simple obligation of obedience, which is possible to everyone and which is a world-wide need of today, this simple code can be taught in connection with the Golden Rule, which would be acceptable to all the world and wonderfully efficient for instruction of the young.

Particularly since we crossed into the present century, moral instruction has been passing from the home, the fault of parentage, from the school, a public fault, and from the church—from the three sources to which society has a right to look for its ideals, and we are forgetting, in our mad rush, our trust for the coming years.

A simple program as outlined above would practically obviate all sectarian objection, would encroach very little upon the present courses of study and conduct of the school; is practicable, easily workable, democratic and would be productive of results that would speedily be apparent in a growing improvement of moral character—a real revival, intellectually, socially, morally and spiritually which should be the true aim of mankind.

E. D. Austin.

110 W. 5th Street,
Erie, Pa.

Ancient and Modern Athletics

Editor, Journal of Education:—

To the most casual student of history it should be evident that athletics in the Olympiads of Greece bore a very different relationship to Greek life from what modern athletics bear to the life and activities of today. The events in the Greek Olympiads were the javelin and the discus, jumping, wrestling, boxing, chariot races, and foot races. All of these events were a direct preparation for the life and service of a soldier in the Greek army. The men who excelled in these activities would also excel in what was the only honorable occupation for a gentleman—war.

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School people who have known and loved CLEMATIS for many years, will be glad to know that she is just celebrating her tenth birthday. In honor of that occasion we are giving her some new clothes, and she will soon be at home to receive friends, old and new.

In these ten years, CLEMATIS has gone into twenty editions. Nearly every state in the country has some school people who are using the books as class readers. Many countries abroad are putting the book into the hands of their school children. What is true of CLEMATIS is also true of the other ARLO BOOKS.

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Sincerely,
Bertha B. and Ernest Cobb.

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ALLSPICE	.55	ANITA	.65
CLEMATIS	.60	WHO KNOWS	.50
ARLO	.55	PATHWAYS	.80

BY BERTHA B. AND ERNEST COBB

THE ARLO PUBLISHING COMPANY
NEWTON UPPER FALLS, MASS.

Likewise the great jousts and tournaments of the middle-ages were directly preparatory to the life of a man at arms. Tilting and fencing were practically the same activities and required the same skill as was required in battle. Hurling the stone, which has its modern counterpart in putting the shot, was also of great value to one who fought from the wall of the city.

In the pioneer days of the West and still to a certain extent the rodeo is an athletic contest which is preparatory in the same way to the life of the frontier cattleman.

But what can we say of the events in the modern athletic contest? The javelin was the weapon of the Greek soldier. Skill and strength in its use largely determined survival. But it has no place in modern life. As exercise it can scarcely be considered. The same must be said of the discus and hammer throw, and shotput. The long runs were often a necessity under ancient conditions of battle. They were a part of the necessary training of the soldier, but they no longer enter into normal life. If we have a considerable distance to go we take an automobile or an airplane instead.

Basketball and football are not preparatory to the life of a doctor or a lawyer or merchant either directly or indirectly on the physical side. The muscles which they train are little used in modern business or industry. They do not prepare for leisure time inasmuch as they are dropped as soon as the student leaves school.

It does not seem likely that we shall ever be able to find a form of athletics which will prepare for the professions. Athletics will never do again for the working day what Greek athletics did for the Greek soldier. It does seem possible, however, that our athletics should train for our leisure time and later recreations. But, if so, it must be athletics of a different sort from football and basketball and should include, if not consist of, such games as volley ball, hand ball, tennis, golf, swimming, and hiking.

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